
Communication, Employability & Life Skills Level 3 Qualifications

- 88% of businesses value **communication** as **most important** entry level skill
- 94% of employers say that **life skills** are at least **as important as academic results** for the success of young people
- 92% of executives say that **soft skills** are equally important or **more important than technical skills**

Level 3 exams are equivalent to A-levels. These qualifications are recognised by Ofqual (Office of Qualifications and Examinations Regulation) and are eligible for UCAS points to use in further education applications.

Benefits include:

- Increase confidence in communicating and performing in public
- Exercise memory retention and recall
- Enhance verbal and non-verbal communication skills
- Expand vocabulary and self-expression
- Increase ability to understand and express own and others' emotion
- Bolster confidence when making statements and defending arguments
- Engage in professional conversations
- Generate greater self-awareness
- Strengthen creativity, influence, persuasion and negotiation skills

Qualifications available:

Communication Skills (Trinity):

Combines skills in pitching, presenting, public speaking, interviewing, business discussion, negotiation, persuasion, listening and questioning

Public Speaking Skills (LAMDA):

Explores the different styles of public speaking including impromptu speeches. This syllabus allows flexibility for learners to focus their speeches on their own subject areas

Public Speaking Skills (NEA):

This public speaking syllabus is more directional with the style and content of speeches for each grade and includes both impromptu and sight reading skills.

Interview Technique (NEA):

This incorporates both a written CV and interactive interview along with some presentation and analytical aspects of communication

English as an Additional Language (NEA):

This uses verse, prose and public speaking to explore and develop clarity of English as a second language, tailoring specifically to each individual development

Further detail about the tasks involved in the exam for each grade can be found on pages 3-6

Duration of study

All regulated qualifications are assigned a duration of study time as a guide for teaching practices. These are as follows for each of the exam bodies

Level of regulated qualification	Exam Body	Guided learning hours (GLH)	Independent learning hours (ILH)	Total qualification time in hours (TQT)
Grade 6 (Bronze medal)	Trinity	30	140	170
	NEA	27	113	140
	LAMDA	60	80	140
Grade 7 (Silver medal)	Trinity	30	160	190
	NEA	30	150	180
	LAMDA	80	100	180
Grade 8 (Gold medal)	Trinity	48	202	250
	NEA	40	200	240
	LAMDA	90	150	240

Research into effective learning models also supports the knowledge that spaced repetition and building 'muscle memory' in soft skills is much more effective for developing and retaining skills long term. Much like learning a musical instrument, having regular lessons spaced over time is much better than a one-off workshop.

We therefore recommend 1 hour sessions every week during term time (30-35 weeks per year) with some longer sessions where applicable enabling an exam to be completed within a year. Given the practical needs of communications qualifications, small groups or 1-6 people are preferable. Although we may also consider combining groups into larger longer sessions to kick start new skills, collaborate with creative activities and showcase development.

The exam boards:

Trinity College London is a leading international exam board and independent education charity that has been providing assessments around the world since 1877

NEA (New Era Academy) is an innovative exam board which established in 1941 and rapidly became one of the leading regulated Boards in the UK

LAMDA (London Academy of Music and Dramatic Art) has been providing examinations for over 130 years and is a highly regarded awarding body

Communication Skills (Trinity)

Task 1	Task 2	Task 3
Pitch an idea for a business enterprise, social event or creative endeavour & engage in discussion about the idea	Take part in an interview for a job or training course/opportunity including the use of a prepared CV	Discuss the content and delivery of the text of a speech provided by the examiner
Present on a social issue and engage in discussion including exploring alternative points of view	Discuss the content and delivery of an advertisement provided by the examiner	Express and explain own views on a social or political issue introduced by the examiner
Present on an aspect of the communication process in advertising, politics or education and engage in discussion on the subject and the skills used in the presentation	Provide a public address in response to one of three scenarios provided by the examiner	Present an overview of a contentious issue of own choice from current affairs, social media or politics to discuss, and explain both sides of the argument to the examiner

Public Speaking Skills (LAMDA)

Prepared speeches	Impromptu	Knowledge discussion
Contemporary issue of own choice Contrasting subject of own choice	Chosen from 3 topics given by the examiner	Discuss with the examiner the techniques required for: <ul style="list-style-type: none"> • voice production and projection • organising material for speeches (including those presented) • matching topics, presentation and vocabulary to audience
Moral or ethical issue of own choice Contrasting subject of own choice	Chosen from 3 topics given by the examiner	Discuss with the examiner: <ul style="list-style-type: none"> • the value of pause, emphasis and clarity of speech • the techniques required for effective audience communication (including eye contact, use of note cards and body language/stance) • the research undertaken to prepare the chosen speeches.
Political or cultural issue of own choice Contrasting subject of own choice	Chosen from 3 topics given by the examiner	Discuss with the examiner: <ul style="list-style-type: none"> • the effective use of rhetorical questions, variation of tone, inflection, pace and volume • the effective use of visual aids • the steps taken in the preparation and delivery of the impromptu speech • a variety of styles of speech. • three styles of speech selected by the examiner

Public Speaking Skills (NEA)

Prepared speech(s)	Sight Reading & Impromptu	Knowledge discussion
Chosen from one or four topics: <ul style="list-style-type: none"> • A leader who changed the world • The reality of TV reality shows • It's important to learn a second language • Chocolate 	Read at sight a passage of prose given by the examiner	Discuss with the examiner <ul style="list-style-type: none"> • The proposal of toasts • The reply to a toast • Using support of breath effectively and use of vowels • The importance of effective breath support
Either propose or oppose one of the four motions as if in a debate: <ul style="list-style-type: none"> • School holidays are too long • The legal age for driving in the UK should be raised to 21 • "The purpose of our lives is to be happy." Dalai Lama • "An eye for any eye will make the whole world blind" Ghandi 	Read at sight a passage of prose given by the examiner Deliver a short impromptu speech on one of four subjects given by the examiner 10 minutes before the exam	Discuss with the examiner <ul style="list-style-type: none"> • Chairmanship • Debate procedure • Impromptu speaking
Chosen from one of four topics: <ul style="list-style-type: none"> • Brexit or 'Bregret' • A time capsule for 21st century • Siblings - everyone should have one! • "The future belongs to young people with an education and the imagination to create" Barack Obama An occasion of your choice	Read at sight a passage of prose given by the examiner Deliver a short impromptu speech on one of four subjects given by the examiner 10 minutes before the exam	Discuss with the examiner <ul style="list-style-type: none"> • Clarity • Breath support • The planning and arrangement of a speech • Procedure at meetings • Vocal projection • Communication with the audience

English as an Additional Language (NEA)

Speaking from memory	Sight Reading	Knowledge discussion
Speak from memory a passage from a book they have read, written by either: Philip Pullman; or Joanne Harris. Speak from memory a British poem	Read at sight a short passage of prose chosen by the Examiner.	Discuss with the Examiner: <ul style="list-style-type: none"> • Their selected texts, author and poet • Colloquial language
Structured talk about an aspect of UK life they find: amusing, annoying; or would like to change, using comparisons with other countries Speak from memory a poem	Read at sight a passage of prose chosen by the Examiner Discuss the meaning of the passage	Discuss with the Examiner: <ul style="list-style-type: none"> • The poem and poet selected • Effective vocal techniques that help the speaker
Give a structured talk on a subject of their own choice Speak from memory a sonnet of their own choice Discuss the piece	Read at sight a passage of prose chosen by the Examiner Discuss the mood and vocabulary of the piece	Discuss experiences of: <ul style="list-style-type: none"> • Coping with the diversities of colloquial and formal English • Ways in which they have developed and extended their English vocabulary • How the use of expressive speech can aid speaking and understanding

Interview Technique (NEA)

Interview	Presentation tasks	Knowledge discussion
Candidate submits own full CV with their exam entry. This is used the basis for interview discussion.	<p>Present on: The contribution of an individual you admire</p> <p>Answer questions arising from the presentation</p>	<p>Discuss with the interviewer:</p> <ul style="list-style-type: none"> • The preparation necessary before attending an interview • Guidelines to remember when being interviewed
Candidate submits own full CV with their exam entry. This is used the basis for interview discussion.	<p>Suggest what an interviewer may be looking for in an interviewee.</p> <p>Give a short presentation on a topic selected by the interviewer. This will be based on information given in the candidate's CV.</p>	<p>Discuss with the interviewer:</p> <ul style="list-style-type: none"> • The physical and vocal preparation necessary for a professional presentation and interview. • Considerations when giving a presentation at an interview.
<p>Candidate submits own full CV with their exam entry. This is used the basis for interview discussion.</p> <p>Introduce an area of challenge in their work experience and describe the knowledge, skills and experience required to meet that challenge.</p> <p>Discuss with the interviewer:</p> <ul style="list-style-type: none"> • The changes and developments that have taken place in their area of work over the last decade. 	<p>Give a short presentation on an area of interest</p> <p>Bring two copies of a recent editorial from a broadsheet newspaper to the interview and discuss with the interviewer:</p> <ul style="list-style-type: none"> • The persuasive techniques employed • The rationale for the editorial viewpoint 	<p>Discuss with the interviewer:</p> <ul style="list-style-type: none"> • The preparation undertaken for this interview • The different types and styles of interview used in Learner's selection for jobs • The perceived advantages and disadvantages of these different types and styles